



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

580 W. Melody Ave., Gilbert, AZ 85233

Edu-Prize, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Lynn Robershotte
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-8
 2005 Enrollment : 1160
 Web Address : www.edu-prize.com
 Phone Number : (480) 813-9537
 Fax Number : (480) 813-6742
 E-mail : Lynn.Robershotte@Edu-Prize.com

Mission

Edu-Prize fosters students' innate giftedness through an array of educational opportunities. Emphasis is placed on nurturing a love for learning and self-direction through the use of a hands-on, developmentally appropriate, science-driven curriculum.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Promote a high level of achievement by providing individualized learning. Students are pre-tested and curriculum is designed to meet the needs of each child. Mastery test data reported on each child to ensure students' progress.
- ü Provide opportunities for students to apply core curriculum to real life applications. Each quarter students host a Cottage Fair in which they share their portfolios and their products with the community.
- ü To have each student score at or above prior years achievement data on state mandated testing.
- ü To have students master no less than one year of curriculum per calendar year per curricular area.

Enrollment

October 1, 2004 School Year Student Enrollment : 1136
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 1140

Instructional Programs

- ü School of Excellence/Applied Learning
- ü Gifted/Advanced Placement
- ü Integrated Curriculum/Thematic Focus
- ü Performance-based & On-line reporting
- ü Science Laboratories
- ü French/Spanish
- ü Music, Physical Education, Band
- ü 5 Technology Labs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	7/27/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

We ensure that children with disabilities or in need of special education are identified, evaluated and serviced. We comply with all requirements regarding health, safety, civil rights, employment, finance, USFR, and audits. We are nonsectarian.

Parents

Parents agree to provide lunch and transportation for their child. They are encouraged to attend School meetings, conferences, Cottage Fairs, help in classrooms, and reinforce skills at home through homework completion and application exercises.

Transportation Policy

Transportation is the responsibility of the parent.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü North Central Accreditation Status Awarded	2003
ü Hydroponics Lab/Greenhouse Grant & Weatherstation Grant	2003
ü Silver Apple Award Winner for State of Arizona	2002
ü Awarded \$56,000.00 in Innovative Programs	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	138	79306	98	98	99	482	482	445	2	2	10	4	4	18	49	49	51	45	45	20
All Students (Prior Year)	123	123	75509	100	100	100	554	554	521	4	4	13	16	16	23	28	28	33	52	52	31
Female	62	62	38691	97	97	99	478	478	446	0	0	10	8	8	18	50	50	52	42	42	20
Male	75	75	40583	97	97	99	485	485	445	4	4	11	1	1	18	47	47	50	48	48	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	127	127	36197	98	98	99	484	484	463	2	2	5	3	3	11	49	49	53	46	46	31
Students with Disabilities	12	12	10321	100	100	100	465	465	389	8	8	30	8	8	27	50	50	34	33	33	9
Students without Disabilities	126	126	69060	96	96	98	483	483	454	2	2	7	4	4	17	48	48	54	46	46	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	132	132	39966	99	99	100	482	482	459	2	2	6	5	5	12	48	48	52	45	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	138	79395	98	0	99	482	482	446	2	2	9	7	7	25	66	66	55	25	25	11
All Students (Prior Year)	123	123	75492	100	100	100	534	534	519	6	6	12	13	13	16	40	40	47	42	42	24
Female	62	62	38743	97	0	100	485	485	451	0	0	7	5	5	24	67	67	57	28	28	12
Male	75	75	40618	97	0	99	479	479	440	4	4	11	8	8	27	66	66	53	22	22	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	127	127	36221	98	0	99	484	484	465	2	2	4	6	6	15	67	67	63	25	25	17
Students with Disabilities	12	12	10331	100	0	100	446	446	388	17	17	25	25	25	37	50	50	34	8	8	4
Students without Disabilities	126	126	69139	96	0	99	485	485	454	1	1	7	5	5	24	68	68	58	26	26	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	132	132	39986	99	0	100	483	483	461	1	1	4	7	7	16	68	68	63	24	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	138	78869	98	98	99	462	462	442	4	4	6	15	15	21	65	65	63	16	16	10
All Students (Prior Year)	123	123	75053	100	100	99	661	661	597	4	4	7	8	8	12	63	63	72	26	26	9
Female	63	63	38536	98	98	99	471	471	458	2	2	4	10	10	15	75	75	67	13	13	14
Male	74	74	40302	96	96	99	454	454	428	6	6	8	19	19	26	56	56	60	19	19	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	127	127	36078	98	98	99	466	466	459	3	3	4	12	12	16	67	67	66	17	17	14
Students with Disabilities	13	13	10246	100	100	100	418	418	367	8	8	18	23	23	39	62	62	40	8	8	4
Students without Disabilities	125	125	68697	95	95	98	467	467	454	3	3	4	14	14	18	65	65	67	17	17	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	132	132	39837	99	99	100	462	462	457	4	4	4	15	15	14	66	66	67	16	16	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	127	78906	100	100	99	541	541	498	0	0	13	6	6	19	48	48	48	45	45	20
All Students (Prior Year)	110	110	76019	99	99	100	523	523	499	4	4	14	25	25	39	17	17	14	54	54	33
Female	66	66	38644	99	99	99	542	542	500	0	0	12	3	3	19	53	53	49	44	44	19
Male	61	61	40236	100	100	99	541	541	497	0	0	15	10	10	19	43	43	46	47	47	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	110	110	36483	100	100	99	541	541	517	0	0	7	7	7	13	47	47	51	46	46	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	118	118	68310	99	99	98	545	545	509	0	0	9	3	3	18	49	49	51	47	47	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	121	121	40295	100	100	100	543	543	513	0	0	7	5	5	13	48	48	50	47	47	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	127	78908	100	0	99	525	525	484	1	1	10	6	6	23	70	70	58	23	23	9
All Students (Prior Year)	110	110	76020	99	99	100	513	513	503	10	10	25	18	18	23	55	55	40	17	17	12
Female	66	66	38648	99	0	99	530	530	489	0	0	8	5	5	22	71	71	61	24	24	10
Male	61	61	40233	100	0	99	520	520	479	2	2	12	9	9	25	69	69	55	21	21	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	110	110	36502	100	0	99	525	525	502	1	1	4	7	7	14	70	70	67	22	22	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	118	118	68312	99	0	98	528	528	493	0	0	7	6	6	21	71	71	62	23	23	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	121	121	40315	100	0	100	526	526	498	0	0	5	7	7	15	70	70	66	23	23	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	126	78750	100	100	99	540	540	500	1	1	6	17	17	29	75	75	63	7	7	2
All Students (Prior Year)	110	110	75673	99	99	100	572	572	530	4	4	12	17	17	25	70	70	58	9	9	4
Female	66	66	38586	99	99	99	554	554	515	0	0	4	14	14	22	76	76	71	11	11	3
Male	60	60	40135	100	100	99	524	524	486	2	2	8	21	21	35	74	74	56	4	4	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	109	109	36440	99	99	99	538	538	516	1	1	3	18	18	22	75	75	71	6	6	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	117	117	68196	98	98	98	547	547	513	0	0	3	14	14	25	78	78	69	8	8	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	120	120	40260	100	100	100	541	541	514	1	1	3	16	16	21	75	75	72	8	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78250	98	98	99	587	587	548	8	8	21	8	8	18	60	60	48	25	25	13
All Students (Prior Year)	56	56	75001	100	100	99	486	486	468	13	13	37	50	50	36	30	30	16	7	7	10
Female	23	23	38071	100	100	99	583	583	549	9	9	20	13	13	19	52	52	49	26	26	12
Male	18	18	40126	95	95	99	591	591	547	6	6	23	0	0	17	71	71	46	24	24	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	30	30	38320	91	91	99	580	580	568	7	7	12	10	10	14	66	66	55	17	17	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	37	37	68996	97	97	99	595	595	561	3	3	16	6	6	18	64	64	52	28	28	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	39	39	44937	98	98	100	587	587	561	8	8	13	8	8	15	58	58	54	26	26	18

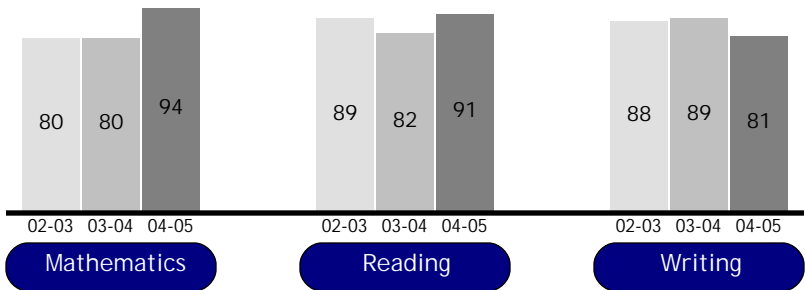
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78302	98	0	99	556	556	512	3	3	11	10	10	25	63	63	57	25	25	7
All Students (Prior Year)	54	54	74918	96	96	99	518	518	497	13	13	32	13	13	19	46	46	35	29	29	15
Female	23	23	38082	100	0	99	552	552	518	4	4	8	9	9	24	65	65	61	22	22	7
Male	18	18	40166	95	0	99	561	561	507	0	0	14	12	12	26	59	59	54	29	29	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	30	30	38347	91	0	99	552	552	531	3	3	5	10	10	17	66	66	68	21	21	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	37	37	69024	97	0	99	565	565	524	0	0	7	6	6	23	67	67	62	28	28	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	39	39	44979	98	0	100	555	555	525	3	3	6	11	11	18	63	63	66	24	24	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78094	98	98	99	581	581	545	0	0	3	3	3	18	98	98	77	0	0	2
All Students (Prior Year)	56	56	74503	100	100	99	488	488	491	12	12	9	26	26	32	56	56	51	6	6	8
Female	23	23	38025	100	100	99	591	591	558	0	0	2	4	4	13	96	96	82	0	0	2
Male	18	18	40013	95	95	99	568	568	534	0	0	5	0	0	23	100	100	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	30	30	38265	91	91	99	581	581	564	0	0	2	3	3	11	97	97	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	37	37	68892	97	97	98	585	585	559	0	0	2	0	0	14	100	100	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	39	39	44871	98	98	100	584	584	559	0	0	2	3	3	12	97	97	84	0	0	3

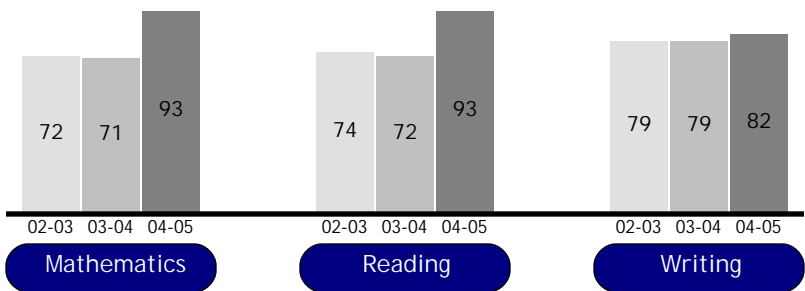
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

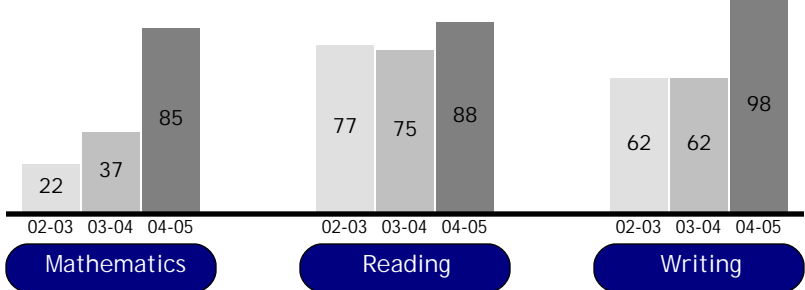
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	74	74	50	96	73	NA	58	100	68	68	47
	Language	98	67	67	43	98	66	66	50	100	69	69	47
	Mathematics	98	84	84	57	95	81	81	64	100	75	75	50
3	Reading	100	68	68	47	100	74	NA	55	98	64	64	44
	Language	100	71	71	54	100	78	78	61	98	63	63	44
	Mathematics	100	80	80	54	99	80	80	61	98	72	72	51
4	Reading	100	75	75	52	99	77	NA	56	98	68	68	48
	Language	100	64	64	48	99	71	71	52	98	69	69	49
	Mathematics	100	82	82	57	99	82	82	61	97	74	74	53
5	Reading	99	73	73	50	98	72	NA	55	100	73	73	50
	Language	99	66	66	46	98	63	63	49	100	75	75	50
	Mathematics	99	81	81	57	98	82	82	63	100	73	73	49
6	Reading	99	76	76	53	100	78	NA	56	98	68	68	51
	Language	99	72	72	45	100	70	70	48	98	65	65	47
	Mathematics	100	88	88	62	100	89	89	66	98	73	73	52
7	Reading	98	74	74	51	94	73	NA	54	100	70	70	50
	Language	100	79	79	54	95	76	76	58	100	67	67	52
	Mathematics	100	82	82	58	95	85	85	62	100	68	68	50
8	Reading	100	72	72	53	100	70	NA	55	98	69	69	51
	Language	100	74	74	49	100	74	74	52	98	64	64	50
	Mathematics	100	80	80	58	100	79	79	61	98	70	70	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
2 School Administrator(s)	Ü Extracurricular Activities
1 Non-certified Employee(s)	Ü School Improvement
2 Teacher(s)	Ü Community Building
5 Parent(s)	Ü Curriculum/Policy Review
0 Community Member(s)	Ü Fund Raising
0 Student(s)	Ü Parent/Educator Communications

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	3.00	Teacher	61.00
Other Professional Staff	3.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	12	1	0	0
7 to 9 years	5	2	0	0
10 or more years	15	11	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	53
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Five P4 Computer Labs/ 2 Science Labs	Ü Full Service Media Center & Stage
Ü 73,000 ft new secure facility / 8 acres	Ü Indoor Gymnasium & 2+ acre playground
Extracurricular Activities	
Ü Foreign Lang/Performing Music Program	Ü Technology Club
Ü Top Ranked Chess Team: State & National	Ü Student Council
Ü Band & Musical Theatre	Ü Project Exploration
Ü National Junior Honor Society	
Social Services	
Ü Intel Volunteer Program	Ü Jump rope for Heart
Ü Motorola Matching Contribution Program	Ü Pennies for Patients
Ü Allied Signal Computer/Science Support	Ü Star Holiday Program
Ü Phillips 66 Volunteer Program	Ü Caps for Cure

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The average student progressed over 1 year on the mastery test data during one calendar year in reading and well over one year in math. 98% percent of all students mastered at least 80% of grade level objectives at 80% mastery or better.
- ü AIMS test results increased across grade levels. Edu-Prize consistently outscored state averages on all state mandated tests.
- ü Edu-Prize was awarded the EXCELLING label for its state mandated test performance.
- ü EduPrize is a fully accredited school through the NORTH CENTRAL ASSOCIATON

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff has been trained to respond to emergencies. Regular lock-downs and evacuation drills are held. Locked gates, front-desk entrance only, and interior hallways secure our campus. Edu-Prize enforces a 'no tolerance' policy for threats and violence.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lynn Robershotte	(480) 813-9537
Transportation Policy	Denise Gould	(480) 813-9537
Community Resources	Sheri Drew	(480) 813-9537
School Nutrition Programs	Denise Gould	(480) 813-9537
Parent Organization	Laurie Janko	(480) 813-9537
Student Health/Nurse	Paula Longanbach	(480) 813-9537

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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